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ABSTRACT

These papers represent the collected thoughts of the contributors to a national training and dissemination conference dealing with identifying and developing linkages between postsecondary special education and criminal justice preservice education programs in order to improve training for correctional educators working with disabled clients. The following papers are included: "Handicapped Offenders Meeting Education Needs," by C. Michael Nelson, Robert B. Rutherford, Jr., and Bruce I. Wolford; "Implementing Module-Based Training," by Mark Posluszny; "Developing Special Education Inservice Training for Corrections Personnel," by A. Edward Blackhurst; "Correctional Education Training: An Administrator's Perspective," by John F. Littlefield; and "Inservice Education for Correctional Personnel: Pitfalls and Practices," by Fred Schloemer. (MN)

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Implementing Training for Correctional Educators

Correctional/Special Education Training Project

May, 1986

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Editor's Notes

The publication of IMPLEMENTING TRAINING FOR CORRECTIONAL EDUCATORS represents the last activity of the three year Correctional Special Education Training Program (C/SET). During the first year, the project team identified and visited selected correctional education programs that were attempting to meet the mandate of PL 94-142. The first year of the project ended with the first national conference focusing upon correctional special education.

During the Second year of the project the team was expanded to include consultants responsible for the development of the eight C/SET Curriculum Training Modules:

Correctional Education/The Criminal Justice System
Characteristics of Exceptional Populations
Overview of Special Education
Overview of PL 94-142 and IEPs
Assessment of Exceptional Individuals
Curriculum for Exceptional Individuals
Instructional Methods and Strategies
Vocational Special Education

The second year activities also included the establishment of the correctional special education bulletin board and communication system via the SPECIAL NET service. The first issue of the C/SET newsletter *Focus* was published during the second year of the project.

The final year of the project focused on field testing and refining the C/SET Modules and identifying and developing linkages between post-secondary special education and criminal justice pre-service education programs. A national training and dissemination conference was the concluding project event. The presentations included in IMPLEMENTING TRAINING FOR CORRECTIONAL EDUCATORS represent the collected thoughts of the conference contributors. Although many challenges face correctional educators in their attempts to serve the learning handicapped offender, none are more important than the training of existing and new educators, as well as non-educational personnel in correctional settings. This publication and the C/SET Modules are offered as resources to aid correctional educators in their future training efforts.

Bruce I. Wolford
Robert B. Rutherford, Jr.
C. Michael Nelson

The Correctional Special Education Training Project was a three-year project sponsored by the U.S. Department of Education, Office of Special Education Programs, Division of Personnel Preparation.

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C. Michael Nelson

See Inside Back Cover
For information on
how to obtain
the C SET Modules

Handicapped Offenders Meeting Education Needs*

C. Michael Nelson
Robert B. Rutherford Jr.
Bruce I. Wolford

Handicapped people tend to be overrepresented in the client populations of the criminal justice system. Nowhere is this more apparent than in correctional programs, which currently incarcerate nearly 500,000 adults and 72,000 juveniles. Particularly at the juvenile level, the number of handicapped offenders has important programming implications. Public Law 94-142, the Education of all Handicapped Act of 1975, mandates that handicapped youths 21 years of age and younger receive a free and appropriate educational program.

Correctional education programs are specifically included in the implementing regulations for PL 94-142. The law defines handicapped individuals as mentally retarded, hard of hearing, deaf, orthopedically impaired, other health impaired, speech impaired, visually handicapped, seriously emotionally disturbed, or learning disable requiring special education and related services.

Despite this mandate, fewer than 10 percent of state departments of correctional education fully comply with the law. Correctional educators have attempted to improve services to handicapped youths under their jurisdiction by obtaining the input and collaboration of professional special educators. Special educators have found the delivery of individualized educational programs (IEPs) to incarcerated handicapped students a challenging task, as PL 94-142 was designed primarily for community schools, not correctional institutions.

Training Packages

The Correctional/Special Education Training Project (C/SET), funded by the Office of Special Education Programs, U.S. Department of Education, is addressing this challenge by developing training packages for correctional educators working with handicapped students. As part of the project, the authors surveyed the 85 state departments of youth and/or adult corrections and the 50 state departments of education to determine the number of handicapped offenders in juvenile and adult corrections. During the summer of 1984, state directors of correctional education and state directors of special education or their designates provided data through written surveys and follow-up telephone interviews concerning both the estimated number of handicapped offenders within their states and the number of handicapped inmates served by correctional education programs. Data regarding juvenile and adult corrections are summarized in Table 1.

Mandatory Programs

Of the 33,190 individuals incarcerated in state juvenile facilities, 92 percent are in correctional education programs, reflecting the fact that in juvenile institutions, education programs, generally are mandatory. For the 49 states reporting data, the estimated number of handicapped juvenile offenders is 28 percent of the total population. In comparison, the prevalence of handicapped students in the public school population is estimated at 9.7 percent. Twenty-three percent of incarcerated juveniles are receiving special education services, which represent 80 percent of the estimated population of incarcerated handicapped juvenile offenders. PL 94-142 flow-through funds are provided by state departments of education to facilitate local, special education programs. That flow-through monies currently are used by juvenile correctional education programs in 34 states reflects the desire of correctional educators to serve handicapped juvenile offenders.

Table 1

	Juveniles	Adults
Incarcerated	33,190	399,636
In Correctional Education Programs	30,681	118,158
Estimated Handicapped Offenders	9,443	41,590
Handicapped Offenders Currently Served	7,570	4,313
Estimated Offenders Currently Served (Percentage)	80	10
States Receiving PL 94-142 Monies	34	17

In addition to collecting data concerning handicapped offenders in juvenile corrections, the authors also surveyed states regarding services for handicapped inmates in state adult correctional facilities. An estimated 117,000 of those in adult corrections are under the age of 21 and thus potentially eligible for special education services under PL 94-142.

We have observed large discrepancies among states regarding implementation.

Table 1 shows that of the 399,636 adults in state correctional programs, approximately 118,158 or 30 percent are receiving correctional education services. Based on data reported by 31 states, the estimated number

of handicapped offenders in adult corrections is 41,590 or 10 percent, of whom 4,313, or less than 1 percent, are receiving special education services. Seventeen states currently receive PL 94-142 flow-through monies for handicapped adult offenders.

Federal Pressure

Interpretations of these summary data should be made with caution for several reasons. First, there was a large variation among states regarding the estimated number of handicapped juvenile offenders — from 4 percent to 99 percent.

The range of handicapped adult offenders also was quite large — 0.7 percent to 84 percent of the total incarcerated population. This variation suggests problems inherent in the survey procedure. Federal pressure to comply with PL 94-142 and the potential for litigation against those states not providing a free and appropriate education to handicapped incarcerated persons in corrections may have encouraged a tendency to underestimate the potential number of handicapped inmates actually served. In fact, it was estimated in 30 states that more than 90 percent of the incarcerated handicapped in juvenile corrections were receiving full special education services.

Second, our survey did not include information describing the special education services provided. While survey respondents were asked how many handicapped individuals had IEPs, no effort was made to judge either the quality of the IEPs or whether the IEPs actually were implemented in special education programs with certified special education teachers.

Discrepancies

Although our survey data were limited by these factors, the data clearly indicate a need for correctional special education services in U.S. juvenile and adult correctional institutions. This raises the question of what constitutes an effective correctional special education program. Through our literature analysis, as well as our interactions with correctional and special education

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Law mandates that handicapped youths 21 years of age and younger receive a free and appropriate educational program.

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administrators and teachers, we have designated six components that we feel are critical to the implementation of meaningful correctional and special education programs. These are: 1) procedures for conducting functional assessments of the skills and learning needs of handicapped offenders; 2) the existence of a curriculum that teaches functional academic and daily living skills; 3) the inclusion of vocational special education in the curriculum; 4) the existence of transitional programs and procedures between correctional programs and the community; 5) the presence of a comprehensive system for providing institutional and community services to handicapped offenders; and 6) the provision of in-service and pre-service training for correctional educators in special education.

We have observed large discrepancies among states with regard to the implementation of these components. Through the dissemination of information and the development of in-service training curricula, C/SET is endeavoring to narrow the gap between the needs of handicapped incarcerated offenders and the correctional special education services.

* Reprinted From *Corrections Today*, American Correctional Association, August, 1985, 32-34.

Implementing Module Based-Training

Mark Posluszny

Efforts to educate inmates in correctional facilities continues to be highly desirable. On-going support for correctional education programs is being voiced by community, state and national leaders (McCollum, 1983). Although the reasons for this support are varied, the belief remains that inmates and society will best be served when inmates develop saleable skills prior to their release.

In a recent survey of state departments of corrections and state departments of education, Rutherford, Nelson, and Wolford (1985) have found a high proportion of inmates to be handicapped. Their data reveal that 28 percent of the offenders in juvenile facilities and 10 percent of the offenders in adult facilities are handicapped. Additionally, their data indicate that only 23 percent of the population of handicapped juvenile offenders are receiving special education services. Only 1 percent of handicapped adult offenders are receiving special educational services. These figures, combined with the fact that only 28 percent of the teachers in correctional education programs are certified in special education, point to a critical need for special education training of correctional educators.

Special education training of correctional educators represents an immediate inservice need for three important reasons. First, without specialized training, the needs of handicapped offenders cannot be met. Second, incarceration in and of itself is not a deterrent to crime and does not result in reduced recividism rates. Third, an appropriate individualized special education program can result in the development of functional skills in handicapped offenders that represents socially appropriate alternatives to criminal conduct (Rutherford, Nelson, Wolford, 1985).

Given these needs, a major goal of the Correctional Special Education Training (C/SET) Project was the development of a series of inservice training modules for use with correctional educators. The purposes of this paper are to describe and illustrate the C/SET instructional training modules and to discuss the process of implementing effective module-based training for personnel working with handicapped offenders in instructional settings.

The advent of competency-based education in the 1970s heralded a new era in approaches to teacher training (Blackhurst, 1977). Teaching is defined by a set of competencies or skills, which are broken down into specific behavioral objectives and corresponding units of instruction. These units of instruction are called modules.

A single uniform widely accepted definition of the term "module" does not exist (Postlethwait, 1973). Instructional modules vary considerably in terms of structure and comprehensiveness. Altman and Meyen (1974) point out that ". . . they range from units of instruction in the form of behavioral objectives with accompanying criterion measures to self-contained independent study packages". In a narrow sense, they are thought to be descriptions of specific delivery systems (Houston, 1972), media units of an instructional program, time blocks of instruction or publications covering a series of related topics (Postlethwait, 1973). In a more generic vein, instructional modules are viewed as units of instruction that comprise a larger entity. In a sense they are much like a typical university course, the major difference is that they are not as comprehensive as a university course.

Consistent with the generic approach, an instructional module is perhaps best defined as a basic organizing unit for curriculum (Kean & Dodl, 1973). It can be thought of as a meaningful way to package and deliver instruction (Blackhurst, 1977).

The Correctional Special Education Training Project (C/SET) instructional modules reflect this approach. The project staff have delineated a curriculum designed to enhance the knowledge, attitudes, and skills of personnel working with handicapped offenders in instructional settings. This curriculum was then organized into eight instructional modules. Each module was designed as a unit of instruction related to a specific area of content. The module format was selected because it represented a meaningful way to package and deliver instruction. The eight C/SET training modules are: (1) Correctional Education/The Criminal Justice System; (2) Characteristics of Exceptional Populations; (3) Overview of Special Education; (4) Overview of PL 94-142 and Individual Education Programs; (5) Assessment; (6) Curriculum; (7) Instructional Methods; and (8) Vocational Special Education.

Components of Instructional Modules

Although the components of instructional modules will vary depending upon the definition being used, most instructional modules contain at least four essential components. These components are **objectives, a rationale describing the importance of those objectives, learning activities,** and **evaluative measures to assess student's mastery of objectives.** (Kean & Dodl, 1973). In addition to these components, the development of instructional modules implies that student prerequisite skills, instructional content, and available related resources have been considered and specified (Blackhurst, 1977). It is not unusual to include these additional components in an instructional module resulting in a total of seven distinct yet related components.

The eight C/SET instructional modules are standardized and contain these seven components just described, plus a section containing overhead transparency master sheets and in some modules a section containing handouts for trainees. Each of the components of the C/SET training modules is briefly described in the following section.

1. **Competency statement.** This is a short statement describing a higher order behavior that is

deemed critical for the successful functioning of personnel responsible for instructional training of offenders who exhibit a handicapping condition.

2. **Rationale.** This is a short statement indicating why the competency is important.

3. **Prerequisites.** Prerequisites reflect the skills participants should have mastered prior to instruction in a specific module. The skills are specified in terms of a recommended sequence for presenting the C/SET modules. For some modules, no prerequisite skills are required.

4. **Objectives.** Module objectives are listed in a separate section. They delineate the specific skills the participants should master as a result of training.

5. **Evaluation Procedures and Criteria.** This section contains sample questions that are used to assess a trainees' mastery of the objectives. As such, the questions are directly related to the objectives that were delineated.

6. **Learning Activities and Alternatives.** This section contains the learning activities that can be used either to supplement the information presented in lecture format or as an alternative to a lecture by the trainer. The activities contained in the eight C/SET training modules include simulations, role playing, small group activities, large group activities, interviews, and discussions.

7. **Content Outline.** This section delineates the specific content to be covered as it relates to the objectives. The information in the content outline is presented in a format that contains at least three levels of headings. It is analagous to traditional lecture notes.

8. **Resources and References.** This section contains a bibliography of sources that were used to develop the content outline and additional references and resources that could be used by the trainer.

9. **Overhead Transparencies.** This section contains master copies of pages that can be used as visual aids during the training.

10. **Handouts.** In some modules, a section containing pages that can be duplicated and used as handouts to participants is provided.

In addition to these components, each module contains an introductory section entitled "Trainer's Guide." The Trainer's Guide is standardized and provides the prospective trainer with information about module components, and specific suggestions regarding the planning and delivery of instruction.

A Rationale for Using Module-Based Training

Although trainers have failed to reach a consensus regarding the definition of an instructional module, there is widespread agreement as to the purpose for this particular format. The module format is intended to facilitate the learner's acquisition and demonstration of mastery of the content of the specified curriculum. (Houston 1972; Arends, Masla, & Weber, 1973). This format was developed to facilitate individualized instruction. The module-format lends itself to individualized instruction through several means.

The first way that module-based instruction enhances opportunities for individualized instruction is by enabling the trainer to match learner needs with instructional content. By dividing the total content of the curriculum into a series of subdivisions of subject matter, personnel can participate in only those training sessions that directly relate to their individual learning needs.

Second, module based training enables learners to master one unit of content before moving to another (Russell, 1974). This feature is critical to individualized instruction because it permits learners to develop a limited number of skills before being introduced to additional skills. This breakdown of subdivision of skills greatly enhances the probability of successful learning.

Third, module-based training is designed to be flexible so that the optimum learning condition, or at minimum, the least difficult format, can be provided for the greatest number of people (Russell, 1974). This feature of module-based training is reflected by the inclusion of a variety of learning activities and a range of instructional formats. Training sessions can and should include a variety of learning activities. These permit the trainer to select the format for instruction that matches the learning style of participants.

Finally, module based instruction facilitates individualized learning by delineating and communicating to the learner the specific instructional objectives targeted for development. This feature gives learners insight into the context and it gives the trainer direction and purpose so that each activity is aimed at meeting a specific objective.

The C/SET training modules were designed with the expressed intent of facilitating individualized instruction. They contain all of the necessary components to accomplish this task. The design of the modules, however, is no guarantee that individualized, effective instruction will result. The degree of effectiveness of training is predicted on how the trainer uses the modules that have been developed.

Implementing Module-Based Training

The C/SET instructional modules were designed to facilitate the delivery of training to a targeted audience. Each module contains the essential components of an instructional module and more. As they stand, they afford the trainer the best possible opportunity to deliver effective and efficient individualized instruction. The question of whether or not effective, efficient, and individualized training occurs depends upon how each trainer uses these modules.

One possible scenario involves the trainer conducting a review of the module components, duplicating the handouts and utilizing the overhead transparencies during the training. During the session the trainer will probably include one or more of the suggested activities to involve and actively engage the participants. At the conclusion of the training participants will complete the pre-post assessment that is included in each module. In all likelihood,

the participants will have responded correctly to the majority of questions. Further, the training session will probably be perceived as having been interesting and informative.

Many trainers and persons responsible for planning and training will use the C/SET Modules or other packaged modules in this manner. The reasons for this are rather apparent. First, a minimal amount of preparation is required. Second, the pool of available trainers is greatly increased when the instructional materials are already developed and packaged. Finally, training sessions for instructional staff can be provided without a lot of planning time or effort. Given the availability of the instructional materials and training personnel, an entire staff could be assembled on short notice and participate in an in-service training session.

Does this scenario reflect effective, efficient, individualized training? The answer is not a simple yes or no, but rather a qualified yes or no indicating a degree of effectiveness, a degree of efficiency, and a degree of individualization. The C/SET instructional modules were designed so that a trainer following the procedures described in the scenario can deliver reasonably effective, efficient, and individualized training.

Practices to Enhance the Quality of Module-Based Training: Planning Phase

Unfortunately, there is no single strategy that will guarantee effective, efficient, and individualized module-based training. There are, however, a series of planning strategies that can enhance the quality of module-based instruction. These are described in the following section.

Conduct Needs Assessment

To ensure the relevance of training, a trainer should assess the training needs of his targeted audience. Needs Assessment Form related to the content of that module has been included in each C/SET Training Module. Prior to the planning of a training session, the needs assessment form should be distributed to participants. Once they have been completed, the trainer will be able to determine the needs of the audience. In some cases, certain content contained in a module may not need to be presented. Information of this nature will permit the trainer to tailor the training sessions to the audience.

A trainer might also elect to develop a more detailed needs assessment form than the one contained in the particular module of interest. A more detailed and specific needs assessment form would obviously require time to develop; however, it would probably provide the trainer with more precise information about his/her audience.

Set Objectives for Training

Armed with the needs assessment information, the trainer should specify the objectives for the training session. The objectives may include all or some of the objectives delineated in the training module. In some cases the trainer may add additional objectives related to prerequisite skills. In other cases the trainer may elect to task analyze one or more of the existing objectives for additional clarity. The final listing of objectives should reflect the needs of the participants.

Establish Evaluation Procedures and Criteria

Immediately after the objectives have been set, the trainer should determine how the participants will be evaluated. In cases where paper and pencil type evaluations are desired, the trainer may elect to include items from the questions listed in the Evaluation Procedures and Criteria section of the module. In some training situations it may be possible to evaluate the participants by other means. Mastery of content can be demonstrated in a variety of ways. Whatever method is used, the evaluation activities and or questions should assess the objectives that have been delineated.

Plan Learning Activities and Alternatives

Based upon the objectives that have been specified for each module, the trainer should proceed to design learning activities that will lead to the participants' mastery of these objectives. The types of learning activities that could be included are limited only by the imagination and creativity of the trainer. The information in the content outline section of the module lends itself to a traditional lecture format. If the lecture format is used, a generous sprinkling of activities that actively engage the participants should be included. These activities could include those recommended in the learning activities section of the module. Ideally the range and type of activities would be expanded by the creative trainer. Active participation by the learner is a hallmark of effective instruction.

At this point it might appear that the trainer who has followed these suggestions has engaged in a series of steps that parallel those of the module developer. This observation is correct. An effective trainer will essentially revise the existing module before it is even delivered. Effective use of instructional modules requires that prospective trainers view them as open systems, which are constantly being revised (Arends, Masla, & Weber, 1973). The revisions made by a trainer are made so that instruction delivered is tailored to meet the needs of the audience. It is virtually impossible for any instructional module to be designed to completely meet the needs of all trainees. The actions taken by the trainer ultimately determine the degree of efficiency, effectiveness, and individualization.

Practices to Enhance the Quality of Module-Based Training: Delivery Phase

Regardless of the steps taken during the planning phase, a number of strategies prior to and during training will enhance the quality of the training. Many of these steps are common sense; however, their influence on the training session warrants brief mention.

Training site considerations

The room or area designated for training should be of adequate size for the number of participants. Too large a room inhibits productive interaction while too small a room

is uncomfortable and distracting. The room or area for training should be adequately ventilated and have provision for temperature control. Acoustics and lighting should lend themselves to the planned activities.

Furniture and equipment considerations

The room or area designated for training should be equipped with furniture that lends itself to the planned activities. Comfortable chairs and hard writing surfaces are essential for most types of training sessions; movable chairs and tables facilitate small and large group activities. Equipment such as movie projectors, screens, overhead projectors, tape recorders, etc. should be tested and readied prior to the beginning of training.

Timing considerations

It is highly desirable to plan a 10-minute break during each hour of training. If the training session is to span the lunch hour, the trainer should allow sufficient time for the participants to eat lunch in a relaxed manner. It is recommended that trainers provide participants with information about the time frame they intend to follow, being as specific as possible.

Delivery considerations

Training sessions should begin with a welcome and introduction. Trainers should provide information about their background, training, and experience, and should solicit some of the same information from participants as time permits. It is recommended that trainers inform participants about the purpose of the training and distribute the objectives that have been targeted. Participants should also be informed about the evaluation procedures to be used.

Summary and Conclusions

Given the need for instructional personnel to better provide for the needs of offenders who are handicapped, the use of module-based training serves as a format that has the potential for providing training of high quality. The eight C/SET modules have been developed to facilitate such quality training; however, their effectiveness is dependent, to a large extent, on the skills of the trainers who will conduct the training session. Trainers must attend to and plan the objectives, the evaluation procedures and the learning activities with great precision. Additionally, trainers must arrange the environment in a manner that is conducive to learning. Trainers can also enhance the quality of instruction by using a variety of delivery techniques that result in improved repertoire with the audience.

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Developing Special Education Inservice Training for Corrections Personnel

A. Edward Blackhurst

It has been estimated that 28 percent of the juveniles in correctional institutions throughout the United States exhibit some form of handicapping condition (Rutherford, Wolford, & Nelson, 1984). At the same time, there is a paucity of pre-service training programs to prepare educators to work in correctional facilities (Brown & Robbins, 1979). The logical conclusion would seem to be that a need exists for in-service training to enable those involved in providing educational services to improve their effectiveness.

This conclusion was verified, in part, by the research of Paulson and Allen (1986). These researchers conducted an in-service training needs assessment of correctional educators in 11 residential facilities for adjudicated school-age youth in Wisconsin and eastern Minnesota. The 120 respondents indicated that their undergraduate programs did not prepare them to adequately deal with incarcerated juvenile offenders. They indicated a strong need for in-service training with priority given to the following seven general areas:

- Dealing with aggressive/violent behavior
- Dealing with emotionally disturbed/socially maladjusted delinquents
- Behavior modification
- Curriculum, methods, and materials in special education
- Psychology of juvenile delinquency, correctional programs, and treatment
- Counseling
- Motivation of youth in correctional settings (p. 41)

The challenge facing correctional education leadership personnel is to develop in-service training programs that are relevant and that result in the development of competencies to improve the effectiveness of correctional educators. The purpose of this article is to describe procedures that can be used to develop such in-service training. A model will be described that can be used to guide in-service training development. The elements of the model will be discussed with examples to illustrate the application of principles that are presented. The article draws heavily upon the author's previous work on the development and evaluation of competency-based instructional programs in special education (Blackhurst, 1977; 1979; 1983).

A Model for Training Program Development

Whether developing pre-service training or in-service training, it is wise to adopt a model to guide program development efforts. By doing so, communication will be facilitated among those involved in training program design. Trainees' understanding about the tasks to be performed, the sequence of tasks, and their interrelationships also will be facilitated. In addition, a systematic program development model reduces the chances for misunderstandings about the form and substance that the training programs eventually will take. Such a model is illustrated in Figure 1.

The entry point for the model is the element in the upper left-hand corner which deals with development of a mission and philosophy. The single-headed arrows

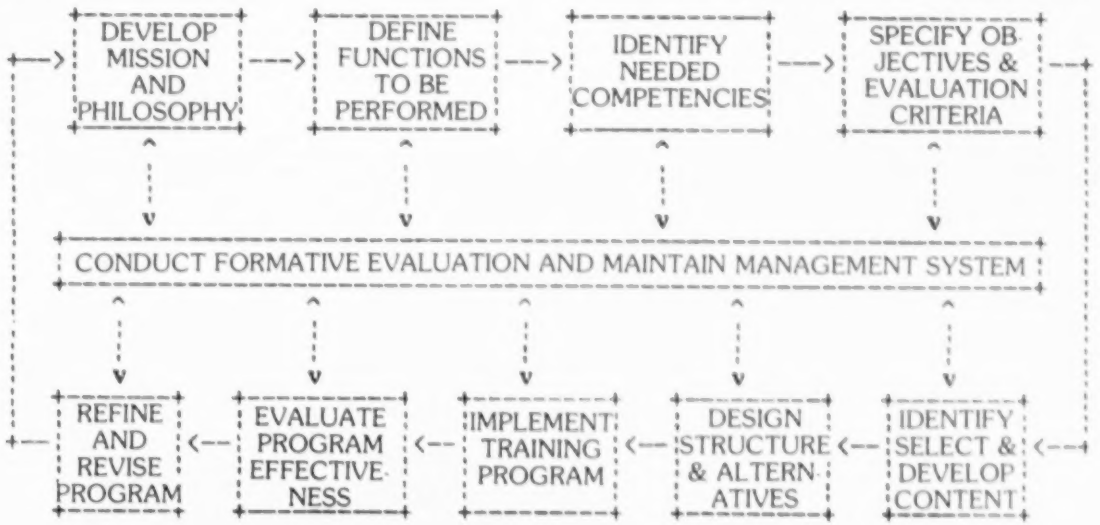
DEVELOP MISSION AND PHILOSOPHY
DEFINE FUNCTIONS TO BE PERFORMED
IDENTIFY NEEDED COMPETENCIES
SPECIFY OBJECTIVES & EVALUATION CRITERIA
CONDUCT FORMATIVE EVALUATION AND MAINTAIN MANAGEMENT SYSTEM
REFINE AND REVISE PROGRAM
EVALUATE PROGRAM EFFECTIVENESS
IMPLEMENT TRAINING PROGRAM
DESIGN STRUCTURE & ALTERNATIVES
IDENTIFY SELECT & DEVELOP CONTENT

Figure 1. Model for Training Program Development (Blackhurst, 1977)

then indicate the sequence of activities which should be followed in program development. The model illustrates that training should be flexible and dynamic, as represented by the double-headed arrows. That is, based upon formative evaluation and experience with the system set up to manage program development, revisions of the individual elements can (and should) be made, as appropriate. Thus, new objectives could be added if an analysis of content indicates that critical objectives have been omitted during the previous step. Following are descriptions of the major activities that should be performed in each element of the model.

Mission Development

Many training program developers do not pay sufficient attention to this aspect of their developmental efforts. Activities here should serve as the philosophical and conceptual underpinning for all other efforts. The mission statement also should serve as the basis for short- and long-range planning and as a guide for trainers in the implementation of the mission.

Included in the mission should be a specification of the context in which the program operates, the responsibilities the trainers have been assigned, and broad program goals and objectives. These should reflect the commonalities that the particular training program shares with other programs, identify its unique features, provide a basis for programmatic decision making, and include both product and process objectives to provide a specification of what correctional educators and their trainers do and how they do it.

Major questions should be addressed here, such as: "What educational goals should we strive for with incarcerated juveniles?", "What is the role of education in the total correctional program?"; "What should be the balance among training in basic skills, vocational skills, and social adjustment skills?"; "What principles should apply in management of unacceptable behavior?"; "What special modifications must be made in educational programs to meet the unique needs of offenders with handicapping conditions?" Unless these and many other questions are discussed and answered to the satisfaction of those developing and providing the training, program development activities are bound to be confusing and unsatisfactory.

Function Definition

Activities in this element of the model revolve around the process of defining the general roles and functions that must be performed by those being trained. These are broad, general statements that will subsume the more specific competencies and objectives. These might include such functions as development of orientation programs for newly incarcerated students, designing an appropriate education for handicapped offenders, assessing educational needs of those in the educational program, providing individualized curricula, managing behavior, and others.

There are two major values to the identification of functions. First, it provides a broad frame of reference with respect to the direction that the training program should take. Second, it is somewhat easier to reach initial consensus among developers with respect to the general rather than the specific aspects of the program. Function definition also can provide considerable direction for development of the program structure and management system, as will be demonstrated later.

Competency Identification

The next element that should be addressed is an identification of the competencies that correctional educators should possess. The author was able to locate only partial lists of competencies in this area, such as those that are developed in the eight modules generated for the Correctional/Special Education Training Project (*Focus*, 1986) and those that were identified by the respondents to the Paulson and Allen (1986) survey. However, comprehensive lists of competencies for teachers of students with many different characteristics that might have implications for correctional educators have been developed. Such lists include competencies for teachers of the educable mentally retarded at the secondary level (Brolin & Thomas, 1972), teachers of those with learning and behavior disorders (Blackhurst, McLoughlin, & Price, 1977), and many others.

As Shores, Cegelka, and Nelson (1973) pointed out, however, there is little empirical evidence about the validity of the competencies in lists such as those just cited. Although lack of knowledge about the validity of competencies is a weakness, it does point to another value of the use of this model for training program development. In training programs that are competency-based, it is incumbent upon the trainers to publicly state the knowledge, skills, and attitudes that are to be acquired as a result of training. Because competency statements are made public, trainers open themselves up to scrutiny and evaluation by their peers and by those to whom they are accountable. They therefore can capitalize on new knowledge, suggestions, and criticisms by revising the competency statements as new evidence becomes available. This assumes, of course, that the developers maintain an open and flexible stance with respect to training program modification.

Objectives and Evaluation Criteria

Once competencies have been identified, the next set of activities relates to the specification of objectives and the criteria for evaluating them. Although sympathetic to Mager's (1962) suggestions for constructing instructional objectives to include conditions, behaviors, and criteria, experience has indicated that such an approach to writing objectives is rather unwieldy. The approach recommended here is to develop statements that clearly specify the behavior to be exhibited by the trainee. Conditions and criteria are then specified separately.

To accomplish these ends, competencies identified as a result of activities in the previous section can be task analyzed as in the following example that deals with the use

of microcomputers in correctional education programs. Note the relationship to the function specified in the first step of the model.

FUNCTION 1.0: MICROCOMPUTER APPLICATIONS

COMPETENCY 1.1. Use microcomputers to facilitate the education of offenders with handicapping conditions.

Tasks: 1.1.1. Use drill and practice programs appropriately.

1.1.2 Identify and use appropriate tutorial programs.

1.1.3 Incorporate simulation and problem solving programs into the curriculum.

1.1.4 Select educational games to reinforce learning.

1.1.5 Use educational and vocational assessment programs.

1.1.6 Use computers and related software for reinforcement.

The task analysis then serves as the basis for the behavioral portion of the instructional objectives that will be developed in the training program. For a competency related to the use of microcomputer system commands and utility programs, several objectives might be stated as follows. The objectives would complete the declarative stem *"When using microcomputers, the correctional educator should be able to . . . "*

1. Initialize diskettes in preparation for using them to store information.
2. Make back-up copies of system master disks.
3. Prepare a "Hello Program".
4. Boot, load, list, edit, run, and save programs.
5. Access the catalog of files on a disk and select and run a program.
6. Lock and unlock files.
7. Explain the rudiments of the disk operating system.
8. Access a file copy program, transferring one file at a time from the original disk to the new disk.

The above statements are rather concise and are useful for conveying the topics to be taught and describing the content of a particular training program. The conditions under which the above behaviors would be exhibited, and the criteria for determining when the objectives are mastered, would be specified separately. It is possible to include evaluation of several objectives at one time. For example, here are conditions and criteria that relate to the above Objectives 1, 5, and 8:

> Trainees will have access to an Apple IIe microcomputer system with two disk drives. They will be given a blank diskette and a copy of the Apple System Master Disk. They will boot the System Master Disk and initialize the blank disk with the "INIT HELLO" command. They will then re-boot the System Master and select the FID file copy program by entering "BRUN FID". At that point they will place the initialized disk in the second disk drive and copy any three files of their choice to the new disk.
>
> Successful attainment of these objectives will be measured through direct observation of the trainees to determine that they can perform the above operations without error. When the new disk is booted and cataloged, the names of three files should be displayed on the monitor.

It should be obvious that a great deal of thought and planning is required in the specification of objectives and how they will be evaluated. However, expenditure of time at this stage of the training program development process pays large dividends because it will provide direction for the content and structure of the training program.

Care must be taken to ensure that training is not restricted to only cognitive and performance objectives. Three other types of objectives should also be considered: affective, experiential, and consequence. Affective objectives relate to attitudes while experiential objectives refer to experiences for which it is almost impossible to predict the outcome (e.g., visitation to a training program in another correctional facility or observation of a colleague implementing a behavioral management program). Perhaps the most critical type of objective is the consequence objective. In this particular case, trainees would be required to apply the things they have learned so that the consequence is positive behavior change on the part of the incarcerated student.

Perhaps an example will serve to illustrate these different types of objectives and their relationships:

> In a unit on teaching reading to illiterate offenders, trainees may learn about different methods of teaching reading (cognitive) and then observe each method being used (experiential). Trainees may then be required to demonstrate that they can use the methods appropriately (performance) in a simulated lesson. During an actual instructional sequence in which the trainees teaches a reading lesson so that the student learns the material that is presented (consequence),

the trainee may demonstrate sensitivity to the needs of the student (affective) by adjusting the rate or method presentation according to the student's responses.

Before leaving this topic, one additional point should be made. Since the competencies are representative of higher order behavior, performance related to any given competency may require more than acceptable performance on each of the objectives it subsumes. This is the Gestaltist notion of the whole being greater than the sum of its parts. If this is the case, care should be taken to include evaluation of each competency. If this is done, there is danger that the trainee may develop a series of splinter skills without being able to synthesize, interrelate, and integrate these into a meaningful whole.

Content Selection

Knowledge of potential instructional content for the training program obviously has had some impact on the activities in previous elements of the model. However, if developers are to be systematic about their efforts, they should carefully search for, select, and adapt appropriate instructional materials, texts, and audio-visual materials. The important thing to note is that the mission, functions, competencies, and objectives dictate the content of the program. Too frequently, training programs are based solely on the basis of existing training materials, which are adopted and used without consideration of whether they are appropriate for a given situation. Attention to the program development process will ensure that the training is relevant to the needs of a particular facility and its staff.

Numerous sources are available to assist in the selection of instructional materials and other training resources. Among the most comprehensive of these are the ERIC (Educational Resources Information Center) system, which includes a clearinghouse for information about handicapped and gifted students and EPIE (Educational Product Information Exchange), which evaluates instructional materials and educational software. Information about these systems can be obtained from any reference library.

Although a significant increase has occurred in the number of special education training materials in recent years, training programs personnel frequently are unable to locate materials that meet their needs. If this is the case, it is necessary to develop one's own materials. Space does not permit an elaboration of techniques to employ in this type of activity. Several excellent resources are available, however, to guide product development activities (e.g., Baker & Schutz, 1971; Davis, Alexander, & Yelon, 1974; Dick & Carey, 1978; Thiagarajan, Semmell, & Semmell, 1974)

Program Structure

As with content, the structure of the training program should be dictated by the elements of the model that precede this step in the development process. The structure for the delivery of instruction can be as varied as the imagination of developer, within the administrative and physical constraints in which the program is being conducted.

Frequently, in-service training is delivered in the form of instructional modules. In this context, the term *module* is just a useful way of communicating about a unit of instruction related to a specific competency. It implies that a rationale has been written, objectives and prerequisites have been developed, conditions and evaluation criteria have been specified, content has been identified or developed, learning activities are available, and resources have been listed.

It is a good idea to have alternative learning activities available to trainees, if possible, and to use a variety of instructional delivery systems. Space does not permit a discussion of these alternatives; however, a number have been described in the professional literature. These include approaches such as computer-assisted instruction (Cartwright & Cartwright, 1973), gaming (Semmell & Baum, 1973), videotapes (Currie, 1976), microteaching (Shea & Whiteside, 1974), and dissemination/change agent models (Anderson, Hodson, & Jones, 1975). All of these have been successfully applied in the delivery of training to special education personnel. An excellent source of information on various formats for instructional delivery in special education personnel preparation is the text by Thiagarajan, Semmell, and Semmell (1974). If efforts are devoted to the development of learning alternatives which use any form of media, it should be realized that these are usually more costly and that development is more time-consuming than more conventional approaches.

Program Implementation and Management

The structure of the program and institutional constraints will usually dictate the procedures for implementation and management. Since these will most frequently be idiosyncratic to each training program, specific suggestions will not be given here.

Evaluation

Formative evaluation, in this context, refers to the evaluation of the products that are developed for use in the training program, the processes used in developing these, and the procedures for delivering instruction to the trainees. The results of formative evaluations are used by the persons who are responsible for the instructional development and delivery to make revisions before the materials or procedures are finalized.

A very useful two-dimensional structure for the formative evaluation of instructional products was described by Sanders and Cunningham (1973). The first dimension relies on three sources of information: (a) internal information that is generated by an inspection of the instructional product or processes; (b) external information that is concerned with the effects of the program on its users; and (c) contextual information that refers to data related to the context in which the training products are used.

The second dimension of the structure relates to four categories of formative evaluation activities. These are (a) Predevelopment Activities, such as needs assessment; (b)

Evaluation of Objectives, including logical analysis and empirical validation; (c) Formative Interim Evaluation of the development process, content analysis, and unobstructive measurement; and (d) Formative Product Evaluation including cost analysis, validation studies, and descriptive and goal-free analysis.

This structure has considerable value for identifying the crucial variables to be studied during the development and experimental tryout of correctional training programs. Procedures for conducting research on instructional products are also specified by Baker and Schutz (1972).

Summative evaluation refers to that part of the model that is directed toward determining the effectiveness of the training program. Space does not permit an elaboration of techniques for evaluation. An excellent source for information about training program evaluation is the work of Brinkerhoff, Brethower, Hluchyj, & Nowakowski (1983). These authorities provide a sourcebook on evaluation and a workbook that can be used by those interested in conducting a thorough evaluation of a training program. In evaluating effectiveness of the training program, the ultimate criterion should be: Do incarcerated offenders learn as a result of the training received by their teachers?

The last element of the training development model involves revision and refinement. Such activities are based upon the results of the formative and summative evaluations that are conducted.

Conclusions

The model presented in this paper and the procedures associated with its implementation should be useful in developing training programs for personnel who are involved in delivering education to incarcerated offenders. The author has used the procedures described here for more than a decade and has found them to be functional and grounded in reality. It should be noted, however, that the application of the principles requires a commitment of time and energy. Those who are willing to make such a commitment will be rewarded by the production of training programs that are relevant, comprehensive and effective.

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Correctional Education Training: An Administrator's Perspective

John F. Littlefield

Introduction

When asked to identify the most significant problem facing the justice system, criminal justice and correction administrative leaders ranked the overcrowding of the nation's jails and correctional institutions as their major concern. (Gettinger, 1984). This ranking was influenced by the growth of the prison population within the last decade. From 1974 to 1984 the United States prison population rose from approximately 230,000 to 470,000 inmates (U.S. Department of Justice 1983; U. S. Department of Justice 1985). Also revealed in this survey was the importance and priority of maintaining an emphasis on the pre-service and in-service training for correctional employees. The survey included a question which asked: What would you do with an extra $100,000? The respondents indicated first they would buy more brick, mortar, and razor ribbon to build additional facilities and to improve the security of the existing institutions. The respondents second funding priority was staff recruitment, selection and training (Gettinger, 1984).

The affect of institutional overcrowding on the provision of preservice and inservice training for correctional education administrators will be examined. A suggested method for developing an annual inservice training plan that would appeal to the correctional administration is discussed. Finally, there is a discussion of the considerations included in selecting trainers for inservice workshops.

The Affects of Overcrowding on the Correctional System

The situation facing the American correctional system is similar to the old story that "it's hard to remember that your first priority was to drain the swamp when you're asshole deep in alligators." Attempting to squeeze additional inmates into the limited available bed space consumes a majority of administrators' time and energies. Correctional administrators are often reluctant to set aside the time and resources necessary for correctional employees to upgrade their professional skills.

The problems associated with overcrowding pervade decision making throughout the correctional system. Top administrators are required to spend an inordinate amount of their time in communication with the reception/classification centers and institutions to determine the number of beds available for inmates arriving from the city and county jails.

The influx of bodies places an increasing burden on the operation of correctional facilities. With scarce resources and an increasing population, a greater proportion of the existing budget must be allocated to provide the food, clothing, and other basic needs of the inmates. In turn, greater demands are made upon the existing staff to provide adequate services without a corresponding increase of resources. In some cases, greater demands are accompanied by a reduction of resources. These pressures are not unique to the correctional educator but also apply to medical, food service, prison industries, and maintenance departments of the correctional institution.

With the increase in population comes increased demands on antiquated utilities such as heat, electricity, sewage, and water services. Demands for hot water for showers and food service increase with the population as does the burden to the existing sewage disposal system. Each of these utilities were originally designed to serve a limited number of individuals. In many cases institutions have far exceeded the original system design and are often subject to fines and other regulations imposed by state agencies, such as the EPA.

Overcrowding drastically reduces the flexibility of the correctional system. Limited bedspace reduces the opportunities to transfer inmates between institutions for special program participation. Although correctional policy may permit the transfer of inmates for vocational or academic education program enrollment, priority is given to placing new bodies in available spaces.

The institutional schedule which regulates the time available for work in prison industries and participation in educational programs has been affected by the increasing institutional populations. In a number of cases the dining hall can only accommodate residents from a limited number of housing units. Therefore a staggered schedule of feeding is incorporated into the daily prison operation. The staggered schedule frequently requires the addition of a count to make sure that all inmates are still within the fence.

In spite of the previously listed constraints, correctional administrators know that human resource development is a key factor in the successful operation of a correctional system. Correctional administrators are aware that the vast majority of the people employed in the correctional system had no prior experience or specific training for work in prisons. This is particularly true of correctional educators, the vast majority of whom were trained for teaching in elementary and secondary schools. Correctional education administrators are often painfully aware of the problems of adjusting to teaching in a correctional facility and the problems facing teachers transferring from public schools to adult correctional education settings.

The correctional system is a "people business." The smooth functioning of a "people business" requires periodic attention to and upgrading of the human relations skills of employees. Although the intention is to drain the swamp, you don't always get to it.

Inservice Training — The Annual Plan

A method to help ensure that periodic staff

development does occur is the development of an annual in-service plan. The incorporation of scheduled education related training into the department of correction's calendar will provide formal recognition of these training sessions. The process of developing an annual in-service training plan should include a number of procedures.

Key individuals in the department of corrections should be consulted concerning the process and development of the training plan. An advisory committee of correctional education personnel should be formed to assist in the development of the training plan. All levels of correctional education should be represented on the advisory committee: academic and vocational instructors, guidance counselors, and administrators. Members of the committee should also represent all the correctional institutions in the system. Representation may also extend to members of the state department of education and a knowledgeable representative of the postsecondary community. The initial function of the committee would be to conduct a needs assessment of the correctional educational staff and establish the in-service training priorities for the annual plan.

The advisory committee should conduct a needs assessment of the correctional educational personnel as well as soliciting the concerns of correctional administrators who will eventually be requested to support the annual plan. The purpose of the needs assessment is to determine the specific areas of training needs and thus provide the basis for the annual training plan. The training needs can be assessed through a variety of methods including: a survey of the correctional education staff; a discussion with experts in correctional education; a review of correctional education and related educational and corrections periodicals; and through direct job task analysis of the skills, knowledge, and abilities required to perform a specific job.

The needs assessment will identify a variety and diversity of in-service training needs within the correctional education system. In fact, to try to address all of the identified needs may be impossible. The advisory committee in conjunction with the correctional education administrator(s) should then prioritize the training needs and identify a manageable number to be addressed in the annual plan. The major criteria for selection of training priorities should not exclusively be the frequency of the task as identified in the assessment of needs. Additional questions need to be answered: Which critical needs can best be addressed in a formal training plan? What workshops are the most feasible with the available resources? Once the training topic list is compiled the objectives for the in-service training plan can be developed.

The identification of the training objectives should be built around the purpose and goals of the in-service training plan. What will be the aim of the in-service training plan? What specific needs will the training plan address? What are the relevant knowledge and skills that correctional education personnel will be motivated to acquire? What skills are most likely to be retained and remain useful? What knowledge and skills required by the correctional education staff call for the most assistance from outside sources? What knowledge and skills can be most effectively addressed within the limits of the resources available? In other words, what can realistically be done to meet as many training needs as possible for the greater number of correctional education staff within a limited budget?

The plan should include implementation strategies. The specific resources needed to accomplish the training, the site of the training session, (i.e., a correctional institution, central office, or a state, national, or regional conference should be included in the plan). The plan may also incorporate the video taping of training sessions given at one site for use by other correctional education personnel. The plan may also include the selection of individuals to participate in "training for trainers" workshops and conduct subsequent training workshops for other correctional personnel within the system.

The development of an annual in-service training plan would appeal to the correctional administrator for a number of reasons:

1) The correctional administrators' concerns have been considered as part of the development process;

2) The plan attempts to relate to the on-the-job needs of the employees;

3) The plan is multifaceted in the sense that a number of critical issues are addressed in the training sessions;

4) The plan efficiently uses the limited staff development funds;

5) The plan aids in the organization and scheduling of training sessions to minimize disruption of the educational institutional program;

6) The plan was developed after consulting a variety of sources and includes a wide range of correctional education issues.

Implementing The Annual Inservice Training Plan

The advisory committee would continue to assist the correctional education administrator(s) with the implementation of the annual in-service training plan. The implementation of the plan would include the coordination of content, methods, and human resources.

The content for each of the training sessions should be determined by reviewing the list of training priorities. The content should also be limited to the time and setting constraints of the workshop. Too broad or too narrow a subject area for each workshop will lead to frustration and/or boredom for the participants.

The general methods of presentation for the session should also be outlined in the plan. The methods selected for the training presentation should contain some variety as well as be appropriate for the purpose of the session. The use of the lecture/discussion, role playing, group discussions, video tapes and other media can enhance the effectiveness of the training sessions. The advantages and disadvantages of each method include: the objectives of the training, the specific content of the session, and the size of the group.

The most difficult task in the implementation of the in-service training plan is identifying the appropriate trainers/

instructors. The correctional service administrator(s) must decide whether to use "inside" or "outside" presenters. Again, each type of presenter has both advantages and disadvantages.

The advantage of using members of the existing correctional education staff to present the in-service training workshops is their knowledge of the environment and conditions associated with working in a prison. The correctional educator should be selected as a trainer based on his/her ability to adapt the methods and techniques from the broad fields of education to the environment of correctional education. The educator can assist the administrator by presenting those aspects of the techniques that are appropriate and pragmatic for the correctional education environment.

A system-wide program to develop trainers among the correctional education staff may facilitate the future implementation of the annual in-service training plan. The training for trainers at each institution will provide an opportunity for correctional educators to broaden their abilities and provide a valuable service to the staff development program.

Using "outside" educational experts for trainers can be advantageous because they are able to expose the staff to new ideas and techniques. Staff members can then decide which methods and techniques are appropriate to the correctional education settings. University, state department of education consultants, or other experts may come to the workshop with a lack of knowledge and have a general naivete' about the daily workings of a correctional institution. However, outside experts do have the advantage of having seen the techniques and methods in operation in environments other than correctional education. The outside trainer can introduce the staff to new areas and resources beyond the realm of correctional education. The disadvantage of the outside expert would in all probability be the general lack of knowledge and experience about the workings of a prison and the constraints within which correctional educators must work.

One method to consider in sensitizing the outside expert to correctional education would be to invite the person to tour the facilities prior to the training session. The outside expert would then be given the opportunity to see first hand some of the conditions which the correctional educator must contend with on a daily basis. The benefit of this experience would be to both increase the relevancy of the training content and the credibility of the outside expert in the eyes of correctional educators.

Conclusion

The American prison system is in the midst of a population explosion which is not projected to slow down prior to the 1990's. U.S. prison construction has been funded for an additional 64,000 beds at a cost of $2.9 billion and plans exist for another 40,500 beds in state facilities at a cost of $2.1 billion (Mullen, 1984). The need for continued pre-service and in-service training will not subside in this decade. There will be an increasing demand for qualified educators to work in the field of corrections and for training of these new staff members. Human resource development in corrections must be planned and implemented with increased awareness of the in-service needs of the correctional educators, as well as the academic and vocational needs of the incarcerated learner that they are preparing to return to the community.

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Inservice Education For Correctional Personnel: Pitfalls and Practices

Fred Schloemer

Introduction

Careers in the human services are becoming increasingly complex as new technology continues to lead us toward ever-greater specialization. The prevalence of consumer litigation against service providers over liability issues has added a further challenge to practitioners. Educators who work in correctional settings are no exception to these developments, and may in fact be an especially vulnerable professional pool unless they develop specific knowledge and skills to minimize potential risks.

Overview

An old cliche inscribed on humorous office posters across America warns, "It's not paranoia when they really are out to get you." Correctional specialists of all types should be able to relate to the light-hearted cynicism expressed in such humor. Except for Health Care, perhaps no profession has experienced more legal repercussions than corrections during the last several decades over consumer (or inmate), as well as staff rights and responsibilities. Similarly, within corrections, perhaps no staff have become more sensitized to legal liability issues than trainers.

The growth of failure-to-train litigation is only one of the occupational hazards modern correctional in-service educators struggle with daily. Additional litigation cites trainers and supervisors for both the direct and vicarious failure-to-train properly or to demonstrate necessary learning on the part of training participants. As a result, the correctional trainer must be concerned equally with errors of omission and errors of commission. Given these precedents, the contemporary correctional trainer might be well-advised to cultivate a protective coat of "healthy paranoia", sufficient at least to foresee professional pitfalls and plan against them.

In the absence of legal immunity, with both direct as well as vicarious responsibility for training outcomes, and without clear recourse to the good faith legal defense, correctional trainers face considerable potential snares. Seven areas of negligence have been identified by the courts. These include negligent hiring, retention, assignment or entrustment of personnel, and negligent failure to direct, supervise and train personnel. It bears noting, however, that in much of the litigation, examples of the first six types of negligence described were ultimately related to errors or deficits in training. Clearly, the correctional trainer's professional arena far transcends the boundaries of the classroom.

New Policy Developments

The situation is complicated further by the fact that trainer access to line staff is often limited primarily to pre-service activities. In his articles, "Training: ACA Priority," Taylor, cites high turnover rates, tight budgets, and an atmosphere of crisis management in many corrections facilities as the chief factors behind the chronic problem many correctional trainers encounter enrolling or keeping staff in training sessions (Taylor, 1985). He further notes that up to 90 percent of staff training time in many states is devoted primarily to preservice orientation programs or training for security personnel, while support staff may receive little or no training, particularly in small, local corrections departments or agencies. It is this history, he continues, which stimulated the American Correctional Association to emphasize training requirements so heavily in recent policy standards, and cites the Association's revised policy on Correctional Staff Recruitment and Development.

Implications for Trainers and Educators

The ACA policy forges new ground in several respects. While American Correctional Association standards have long emphasized the importance of training, the new policy clearly identifies that training is essential to effective correctional programming. It further ties several aspects of correctional administration inextricably together in a way which reinforces the role of staff development and training, making it commensurate with other administrative functions such as recruitment, hiring, supervision, retention and advancement of staff. Finally, it calls for full support from all branches of government, as well as coordination between all levels or components of the criminal justice system to achieve the standard of performance and professionalism necessary for effective corrections to occur. The benefits of this policy to correctional trainers, in terms of generating increased interest and support for staff development activities, are likely to be unprecedented.

Correctional trainers need to remain aware that standards promulgated by any external agency or source can pose something of a mixed blessing. Certainly, citing our basis in standards, policies, or statutes provides a logical starting point for a specific training event or any large training initiative. On the other hand, there are inherent risks in attempting to validate our activities by mouthing the mandates of agencies or organizations which line staff might perceive as distant and impersonal. Taken to extremes, the practice can even take on the tone of a small child enlisting

the help of an older brother to manage a bully, as we sometimes threaten participants with laws and policy requirements in order to engage them in training.

Line staff have critical needs and expectations for training which originate in the demands of their sometimes dangerous, often stressful jobs. There seems no better validation of the need for training than the day-to-day challenges and performance pressures staff face. Indeed, we do need to reinforce all the sound policy and statutory reasons for our conducting training in sessions with our participants. However, we also need to move quickly and assertively to the more salient issue of building staff competencies through training. Nothing elicits trainee's full participation or allays trainee resistance faster and more effectively than a demonstration that training will make staff's daily job functioning easier, safer, more productive or more satisfying. Given these needs, the emergence of a competency-based training technology is a reassuring development for trainers and educators.

Competencies Over Concepts

The concept of competency-based training is neither innovative nor revolutionary, but it does call for some rethinking processes on the part of trainers using it. Historically, educators of all types have generally been able to start their teaching activities around an essential idea or theme, and move students toward the behavioral or practice implications from a theoretical level in stages. Competency-based training requires that the instructor abandon these conventional curriculum development and teaching approaches, and start with a focus on the specific, measurable knowledge or skills which participants need to develop through training in order to perform a given job task. Complete task analyses for each job classification to receive training should normally precede any curriculum development activities. For each job task to be addressed, trainers develop terminal performance objectives or target skill-levels for trainees to achieve in training. Only then may trainers begin identifying instructional methods, from pre-testing, to reading assignments, to observing and modeling skills, on to post-testing and evaluation activities.

The following graph, excerpted from Blank's *Handbook for Developing Competency-Based Training Programs*, (1982) illustrates the complete curriculum development process.

While competency-based training programs are hardly a panacea to the weighty challenges modern correctional trainers and educators experience, they certainly offer considerable benefits over traditional, strictly ideological training approaches. Some of the benefits which Blank cites in his text include the following:

Competency-Based Training

- higher and longer retention of learned material due to greater involvement of students in the learning process;
- higher motivation to learn due to built-in success experiences early during training;
- more time available for actual student learning due to utilization of "packaged" instructional materials;
- instructors spend less time in lecture, and have more time available for individual guidance;

TABLE 1-2
Twelve Tasks To Be Accomplished To Develop a Competency-Based Training Program*

1	Identify and describe specific occupations
2	Identify essential student prerequisites
3	Identify and verify job tasks
4	Analyze job tasks and add necessary knowledge tasks
5	Write terminal performance objectives
6	Sequence tasks and terminal performance objectives
7	Develop performance tests
8	Develop written tests
9	Develop draft of learning guides
10	Try out, field-test, and revise learning guides
11	Develop system to manage learning
12	Implement and evaluate training programs

*(Blank, 1982)

- students must own personal responsibility for learning in order to participate, and must remain on task in order to be able to demonstrate learning at the end of training.

Implications for Other Correctional Educators

By far the largest contingency of educators in most correctional settings are the teachers who work with inmates, rather than the trainers who work with staff. However, competency-based instructional methods work equally well with various student populations and areas of study, from basic academics to vocational education. The

relationship between crime, delinquency and numerous forms of learning difficulties has been explored extensively in correctional research and literature.

Clearly, adult and juvenile correctional settings house a disproportionate share of educably handicapped individuals. (Rutherford, Nelson, Wolford, 1985). The advantages of competency-based instructional methods become especially apparent in work with students with specific learning problems. When we examine the learning benefits of competency-based methods in relation to the learning handicapped student, we see their particular salience for the student who needs special instruction. Learning theorists have long asserted that there is no better way to encourage and motivate learning disabled or mentally handicapped students than to offer them structured, self-paced learning opportunities with ample success experiences and individual instructor attention. Competency-based instructional methods merely provide another model for reaching out to and teaching the special student.

Conclusion

The single most potent argument for competency-based training arises from the failure-to-train litigation cited earlier. Through the demonstration of the impact of training on staff's job performance, as well as documentation of the exact instructional methods used and individual trainee's responses to instruction, modern correctional trainers and educators can establish a sound methodology for responding to such litigation. If correctional trainers can build increased accountability for their effect on staff with the same spirit of professionalism and growth expressed in the American Correctional Association policy, they can look forward to their day in court with confidence.

"American Correctional Association National Correctional Policy on Correctional Staff Recruitment and Development

Knowledgeable, highly skilled, motivated, and professional correctional personnel are essential to fulfill the purpose of corrections effectively. Professionalism is achieved through structured programs of recruitment and enhancement of the employee's skills, knowledge, insight, and understanding of the correctional process.

Policy Statement

Correctional staff are the primary agents for promoting health, welfare, security, and safety within correctional institutions and community supervision programs. They directly interact with accused and adjudicated offenders and are the essential catalysts of change in the correctional process. The education, recruitment, orientation, supervision, compensation, training, retention, and advancement of correctional staff must receive full support from the executive, judicial, and legislative branches of government. To achieve this, correctional agencies should:

A. Recruit personnel, including ex-offenders, in an open and accountable manner to assure equal employment opportunity for all qualified applicants regardless of sex, age, race, physical disability, religion, ethnic background, or political affiliation, and actively promote the employment of women and minorities;

B. Screen applicants for job-related aspects of physical suitability, personal adjustment, emotional stability, dependability, appropriate educational level, and experience. An additional requisite is the ability to relate to accused or adjudicated offenders in a manner that is fair, objective, and neither punitive nor vindictive;

C. Select, promote, and retain staff in accordance with valid job-related procedures that emphasize professional merit and technical competence. Voluntary transfers and promotions within and between correctional systems should be encouraged;

D. Comply with professional standards in staff development and offer a balance between operational requirements and the development of personal, social, and cultural understanding. Staff development programs should involve use of public and private resources, including colleges, universities, and professional associations;

E. Achieve parity between correctional staff and comparable criminal justice system staff in salaries and benefits, training, continuing education, performance evaluations, disciplinary procedures, career development opportunities, transfers, promotions, grievance procedures, and retirement; and

F. Encourage the participation of trained volunteers and students to enrich the correctional program and to provide a potential source of recruitment.

This public correctional policy was unanimously ratified by the American Correctional Association Delegate Assembly, at the 114th Congress of Corrections, San Antonio, August 23, 1984."

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The C/SET Project's eight curriculum teacher training modules are available on a no cost loan basis from the following sources:

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Modules may be duplicated and sent back to these sources.

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